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ABSTRACT

This study represents a continuation of research efforts to further refine the Inventory of Classroom Management Style, an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. "Classroom management" is an umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. The primary objective of this study was to investigate differences between the classroom management styles of elementary and secondary level educators. A second objective of the study was to further substantiate the construct validity of the Inventory of Classroom Management Style (ICMS). Data were collected utilizing the ICMS, the Locus of Control Scale for Teachers (LCST), and the Impression Management sub-scale of the 16 Personality Factor Questionnaire (16 PF). The subject pool was composed of 257 certified teachers; 23 percent certified at the elementary level, 62.3 percent certified at the secondary level; of this pool, approximately two-thirds were female. Elementary teachers scored significantly less interventionist on the ICMS than their secondary level counterparts. However, results revealed no significant differences between elementary and secondary level teachers regarding locus of control or the Impression Management sub-scale of the 16 PF. (Contains 15 references.) (Author/ND)

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Running Head: Classroom Management

Perspectives Regarding Classroom Management Style: Differences Between Elementary and Secondary Level Teachers

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ABSTRACT

This study represents a continuation of research efforts to further refine the Inventory of Classroom Management Style, an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. The primary objective of this study was to investigate differences between the classroom management style of elementary and secondary level educators. A second objective of the study was to further substantiate the construct validity of the Inventory of Classroom Management Style (ICMS).

Data were collected utilizing the ICMS, the Locus of Control Scale for Teachers (LCST), and the Impression Management sub-scale of the 16 PF. The subject pool was composed of 257 certified teachers; 23% certified at the elementary level, 62.3% certified at the secondary level. Females accounted for approximately two-thirds of the subject pool. Elementary teachers scored significantly less interventionist on the ICMS than their secondary level counterparts. However, results revealed no significant differences between elementary and secondary level teachers regarding locus of control or the Impression Management sub-scale of the 16 PF.

Perspectives Regarding Classroom Management Style: Differences Between Elementary and Secondary Level Teachers

Although often used interchangeably, the terms *classroom management* and *discipline* are not synonymous. *Discipline* typically refers to the structures and rules for student behavior and efforts to ensure that students comply with those rules. *Classroom management*, on the other hand, is a broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. Thus, classroom management includes, but is not limited to, discipline concerns.

Research efforts to explore the effects of classroom management on instructional effectiveness and the educational environment are limited by the quality of instruments presently available to measure the construct. Although there are two scales that measure teachers' approaches to discipline (Pupil Control Ideology, Willower, Eidell, & Hoy, 1967; Beliefs on Discipline Inventory, Wolfgang & Glickman, 1980, 1986), there is no instrument that addresses the broader concept of classroom management. Therefore, little has been done regarding the broader concept of classroom management.

It is generally believed that basic differences exist between elementary and secondary teachers, however there is little empirical information to verify this line of reasoning. Galluzo and Minix's (1992) study did consider this question. Their qualitative study revealed that elementary level student teachers were much less concerned with their pupils' behaviors and attitudes than their secondary counterparts. Despite the small subject pool (N = 14), these findings seem reasonable when considered in light of the "typical" high school student who is likely to be more interested in social pursuits than the academic objectives of the school (Boyer, 1983; Sizer, 1984).

This study is a continuation of previous research regarding the nature of classroom management styles (i.e.: Baldwin & Martin, 1994; Martin & Baldwin, 1995, 1994, 1993). The primary objective of this study was to investigate differences between the classroom management style of elementary and secondary level educators. A second objective of the study was to further substantiate the construct validity of the Inventory of Classroom Management Style (ICMS).

Wolfgang and Glickman (1980, 1986) conceptualized a framework to explain teacher beliefs toward discipline. Based on a combination of psychological interpretations, their continuum illustrates three approaches to classroom interaction--non-interventionist, interventionist, and interactionalist. The non-interventionist presupposes the child has an inner drive that needs to find its expression in the real world. Proponents of transactional analysis or Gordon's (1974) teacher effectiveness training are considered non-interventionists. At the opposite end of the continuum are interventionists--those who emphasize what the outer environment of people and objects does to the human organism to cause it to develop in its particular way. Traditional behavior modification provides the theoretical foundation for the interventionist's school of thought. The non-interventionist is the least directive and controlling, while the interventionist is most controlling. Midway between these two extremes, interactionalists focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual. Interactionalists strive to find solutions satisfactory to both teacher and students, employing some of the same techniques as non-interventionists and interventionists. Theories developed by Alfred Adler, Rudolph Dreikurs, and William Glasser provide the framework for interactionalist ideology.

The assumption is that teachers believe and act according to all three models of discipline, but one usually predominates in beliefs and actions (Wolfgang & Glickman, 1980; 1986). Therefore, the application of these various theories emphasizes teacher

behaviors that reflect the corresponding degrees of power possessed by student and teacher.

The facets of classroom management may also vary as a function of locus of control orientation. Based on social learning theory, the concept posits that individuals differ in the degree to which they attribute reinforcements to their own actions (internality) or to other forces such as luck, chance, fate, or powerful others (externality) (Rotter, 1966, 1975).

Research indicates that a connection between locus of control and classroom management is likely. Locus of control was a significant influence on student teachers' perceptions of success or failure in simulated discipline situations (Kremer & Kurtz, 1982). Therefore, it seems likely that those with a greater sense of personal control will have different perceptions about classroom management style.

Summary of Methods & Procedures

Data were collected via a revised version of the Inventory of Classroom Management Style (ICMS), the Locus of Control Scale for Teachers, selected sub-scales of the 16 Personality Factor Questionnaire (16PF), and demographics. The Inventory of Classroom Management Style (ICMS), an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices, consists of 48 Likert format statements. A four category response scale for each item was used. Beliefs were classified on a continuum originally suggested by Wolfgang and Glickman (1980, 1986) that reflects the degree of teacher power over students. Possible scores range from 192 (most interventionist) to 48 (most non-interventionist); scores approaching the mid-point indicate interactionalist ideology. This third revision of the ICMS included rearrangement and re-wording of selected items.

Locus of control was measured using the Locus of Control Scale for Teachers (LCST) which consists of 20 Likert format items (Sadowski, Taylor, Woodward, & Martin, 1982). Unlike Rotter's I-E Locus of Control Scale, items on the LCST are

scored in an internal direction. Scores range from 20 (most external) to 100 (most internal). The LCST has been shown to have acceptable content and construct validity (Sadowski, Taylor, Woodward, & Martin, 1982). Internal consistency reliability is estimated to be +.732 (Sadowski, Taylor, Woodward, & Martin, 1982).

The 16PF, Form A, consists of 170 forced-choice items designed to measure 16 dimensions of personality. However, not all dimensions were of interest in this study. Data were collected via the Impression Management (IM) sub-scale only.

Subjects

Data were collected from 257 teachers employed by two large, urban public school districts in the southwest. Unlike subject pools previously tapped in this line of research, these participants were drawn directly from the public schools and not from university graduate level courses. Participants ranged in age from 21 to 63 with the average age of 41.2 years. Years' experience ranged from zero to 38 with a mean of 14.04 years. Approximately two-thirds (66.9%) were female. High school teachers accounted for more than half the subjects (54%); 16.7% were teaching at the elementary level and 22.6% were at the middle school level. The majority of subjects (N = 160) reported being certified at the secondary level; 59, at the elementary level. The subject pool was composed of 8.6% African-American, 0.4% Asian, 59.1% Caucasian, 26.1% Hispanic; 3.9% were of other ethnic origin.

Over one-fourth (28%) of the subjects reported that they have experienced more than 5 days of training in the area of classroom management; 20% reported receiving 2-5 days training; and 19% reported receiving no training at all. Of those who have received classroom management training, the highest percentage (33.5%) reported receiving training in Assertive Discipline; 17.5% had received instruction in cooperative discipline.

Results

Analysis of variance was used to determine differences in classroom management style between teachers certified at the elementary and secondary levels. Elementary teachers scored significantly less interventionist than their secondary counterparts on the ICMS ($F_{1, 197} = 8.46$; $p = .0040$).

TABLE 1
1-WAY ANOVA: LEVEL OF CERTIFICATION & ICMS

Source	S S	df	M S	F	p
Between	1648.5528	1	1648.5528	8.4660	0.0040
Within	38361.0854	197	194.7263		

Elementary and secondary certified teachers were also compared regarding locus of control. Data were analyzed utilizing a 1-way ANOVA; no significant differences were ascertained ($F_{1, 199} = 0.146$; $p = .7019$).

TABLE 2
1-WAY ANOVA: LEVEL OF CERTIFICATION & LOCUS OF CONTROL SCALE FOR TEACHERS

Source	S S	df	M S	F	p
Between	11.2438	1	11.2438	0.1469	0.7019
Within	15233.8905	199	76.5522		

Elementary and secondary certified teachers were also compared regarding the Impression Management sub-scale of the 16 PF. Data were analyzed utilizing a 1-way ANOVA; no significant differences were ascertained ($F_{1, 202} = 1.587$; $p = .2091$). Neither group is significantly more concerned about how they are viewed by others.

TABLE 3
1-WAY ANOVA: LEVEL OF CERTIFICATION & 16 PF SUB-SCALE IMPRESSION MANAGEMENT

Source	S S	df	M S	F	p
Between	37.3515	1	37.3515	1.5879	0.2091
Within	4751.6044	202	23.5228		

Summary & Discussion

In the minds of teachers, classroom management is considered one of the most enduring and widespread problems in education (Johns, MacNaughton, & Karabinus, 1989; Long & Frye, 1989; Willower, Eidell, & Hoy, 1967). Although a large body of research exists on the subject of discipline, little has been done regarding the broader concept of classroom management. Beliefs regarding the nature of appropriate and inappropriate student behaviors and how to manage classrooms vary among teachers and can play an important role in the determination of teacher behavior (Willower, Eidell, & Hoy, 1967; Wolfgang & Glickman, 1980, 1986).

Little empirical information is available regarding the differences between elementary and secondary level teachers. The objectives of this study were two-fold: to investigate differences between the classroom management style of elementary and secondary level educators, and to further substantiate the construct validity of the Inventory of Classroom Management Style (ICMS). Both objectives were achieved. In keeping with conventional stereotypes, this study found elementary teachers to be significantly less interventionist than those certified at the secondary level. The ICMS has shown expected results, therefore strengthening the validity of classroom management style as a construct.

Still, it is impossible to say *why* these differences between elementary and secondary educators exist and we are left with a "chicken and egg" question. Are

these differences the result of the nature of the school setting or pre-service teacher training? Or are pre-service teachers drawn to the lower or upper grades because of preconceptions regarding the expectations at each level? This area seems to be fruitful for future research since answers to these questions have important implications for pre-service teacher training as well as the nature of professional development opportunities provided for seasoned educators.

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